

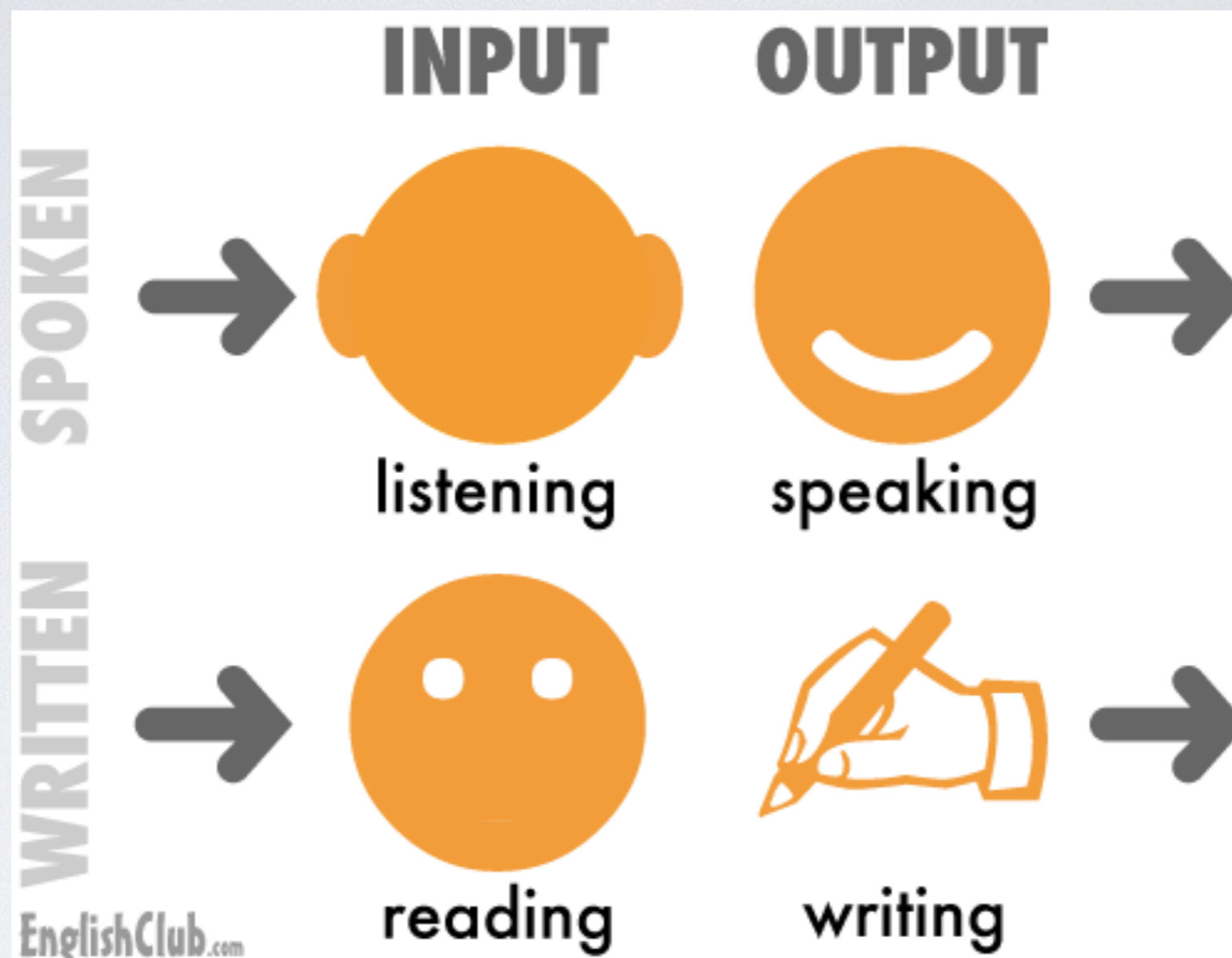


GSTESOL YL Listening + Speaking

Today's class

- Review
- Reading discussion
- Lesson planning
- Homework

Planning for Language Teaching



There are four language skills. It's generally useful to think about teaching in terms of these four skills.

Planning for Language Skills

New language that students are learning should go through this process:

example activities

Listening



Speaking



Reading



Writing

Listen and point to a picture
Listen and do actions
Listen and circle the right picture
Listen and translate the word

Listen and **repeat**
Point to the picture and **say** the word
Choose a flashcard and **say** the expression
Guess the right expression

Listen and point to the word
Underline the words
Choose the right word
Point to the word and read

Copy the correct word in the blank
Listen and spell it in your notebook
Finish the sentence
Write a letter / invitation / poster

Example:

1. Write the Spanish word for 'beer'
2. Say this word: 'cerveza'
3. Repeat after me.



jamón

Week 4 Reading Review

A child-centered lesson

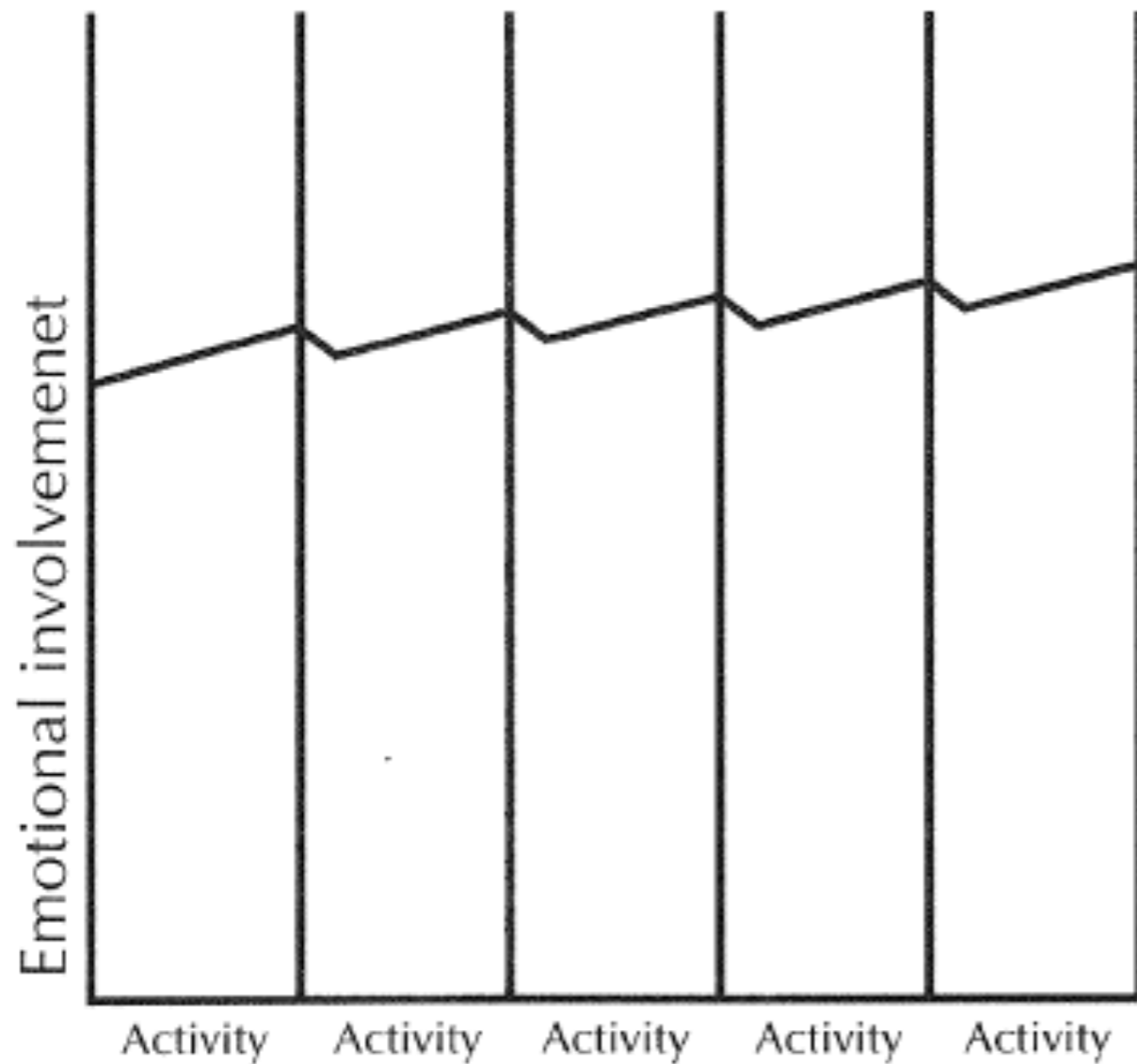
1. Share your summaries

Questions:

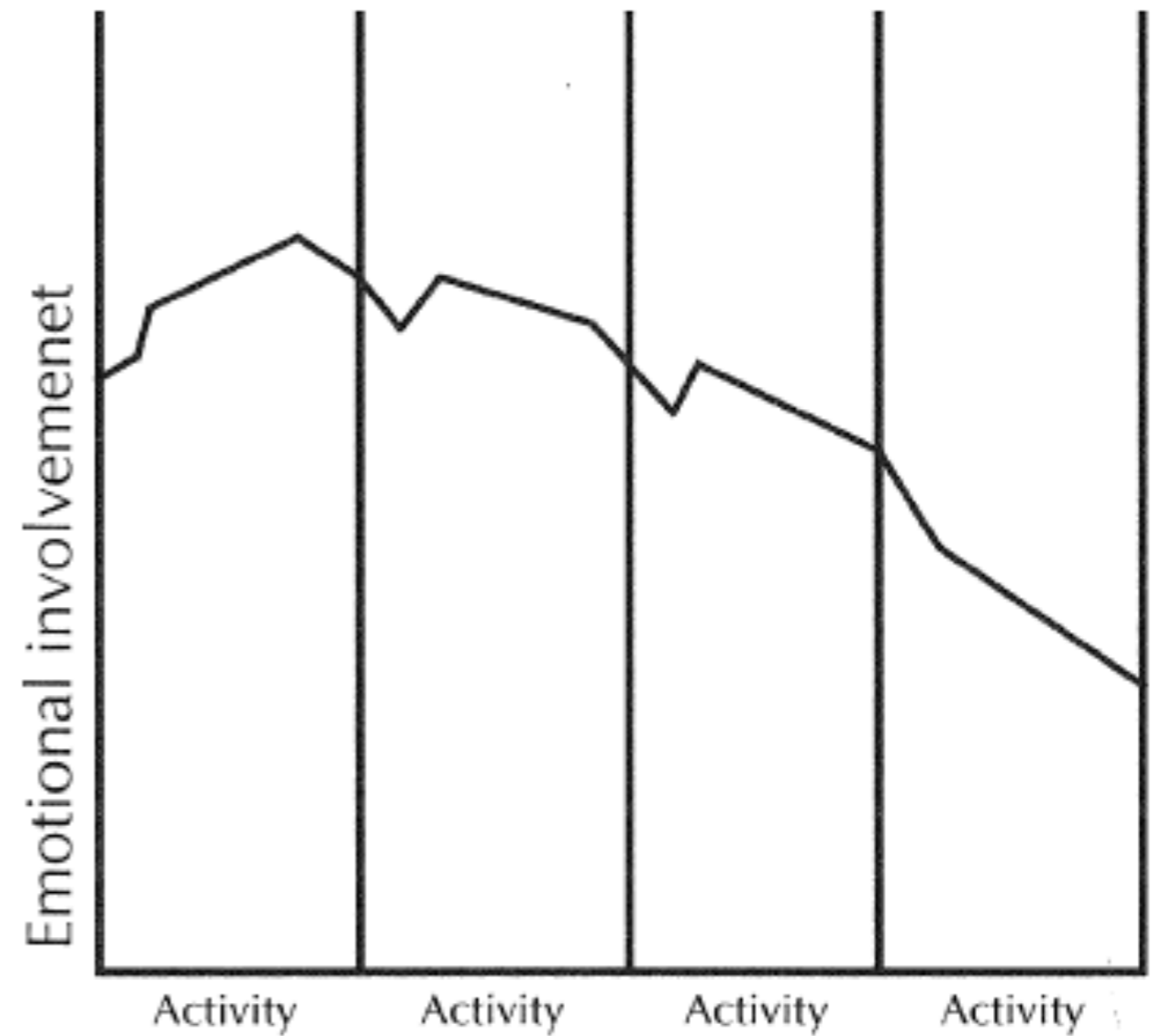
1. We usually think that a child-centered lesson is better, which can certainly be true, but what are the benefits of a teacher-centered lesson? (p.25)
2. How can we create a balance of teacher-centered and child-centered in a lesson? (p.27)
3. Which is more suitable for Asia: a step-by-step or topic-based syllabus?
4. What do we need to know in the preparation for a lesson? (p. 32)
5. What does 'familiar to unfamiliar' mean? (p.32)
6. What are 'core activities'? (p.33)
7. What is the best way to check that students have internalized the target language? (p.36)

Compare the following two diagrams:

Lesson 1



Lesson 2



In lesson 2, the children's emotional involvement in the lesson deteriorated because activities went on too long, and this may have a serious negative effect on the children's motivation, behavior, and focus on learning.

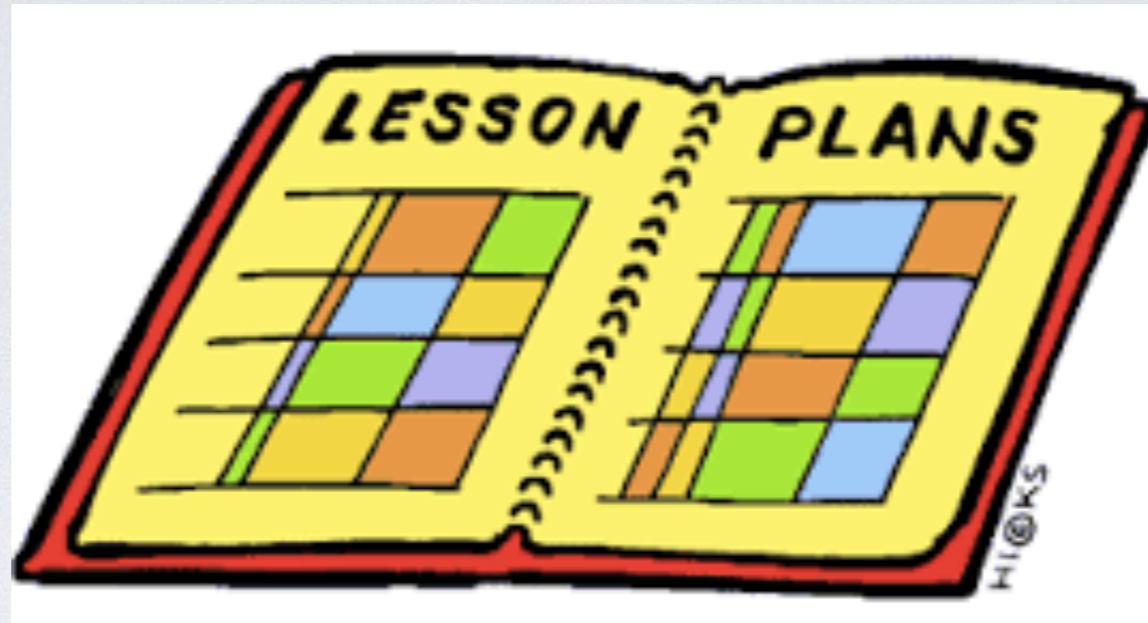
A Basket of Activities



Teachers should have a ‘basket’ of activity ideas to keep lessons entertaining, varied and dynamic.

Ideas for using flashcards: <https://www.youtube.com/watch?v=X9KebTgfLJI>

We will discuss more games and techniques next week.



Lesson Planning


Lessons should have some structure so that teachers can control the progression of activities and guide students.

However, especially for young learners, the teacher should be flexible and responsive to the needs and emotions of the learners.

Lesson Planning Frameworks

What is a teaching framework?

frame·work

/ˈfrām,wɜrk/ 

noun

an essential supporting structure of a building, vehicle, or object.

"a conservatory in a delicate framework of iron"

synonyms: frame, substructure, infrastructure, structure, skeleton, chassis, shell, body, bodywork; [More](#)

• a basic structure underlying a system, concept, or text.

"the theoretical framework of political sociology"

synonyms: structure, shape, fabric, order, scheme, system, organization, construction, configuration, composition, warp and woof; [More](#)



Each language skill has a different framework, or system, for teaching. The framework helps us to organize the lesson.

Here is the framework for dinner!



1. preparing stage



2. cooking stage



2. eating stage

What would happen if we miss some stages?

Teaching language does not have the same stages, but this shows that we shouldn't skip or ignore stages!

Framework for Listening and Reading

Reading and listening are receptive skills

In planning terms, they are similar.

A receptive skills lesson can have 3 stages:



1. Before L/R (Pre stage)

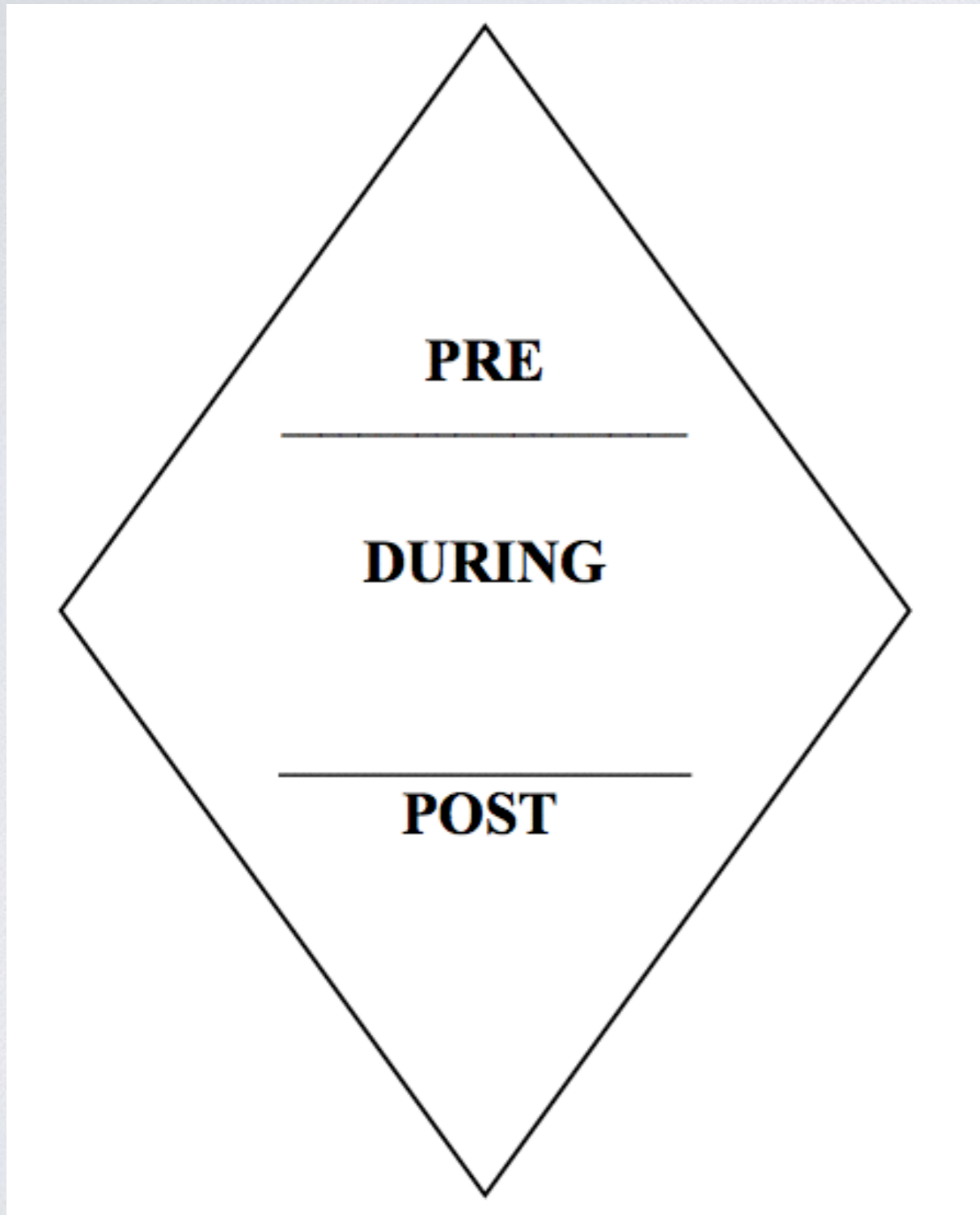
2. During L/R (During stage)

3. After L/R (Post stage)

*Note: This is not for a phonics/sight words lesson.

PDP: Pre-During-Post

Framework for Listening and Reading lesson planning



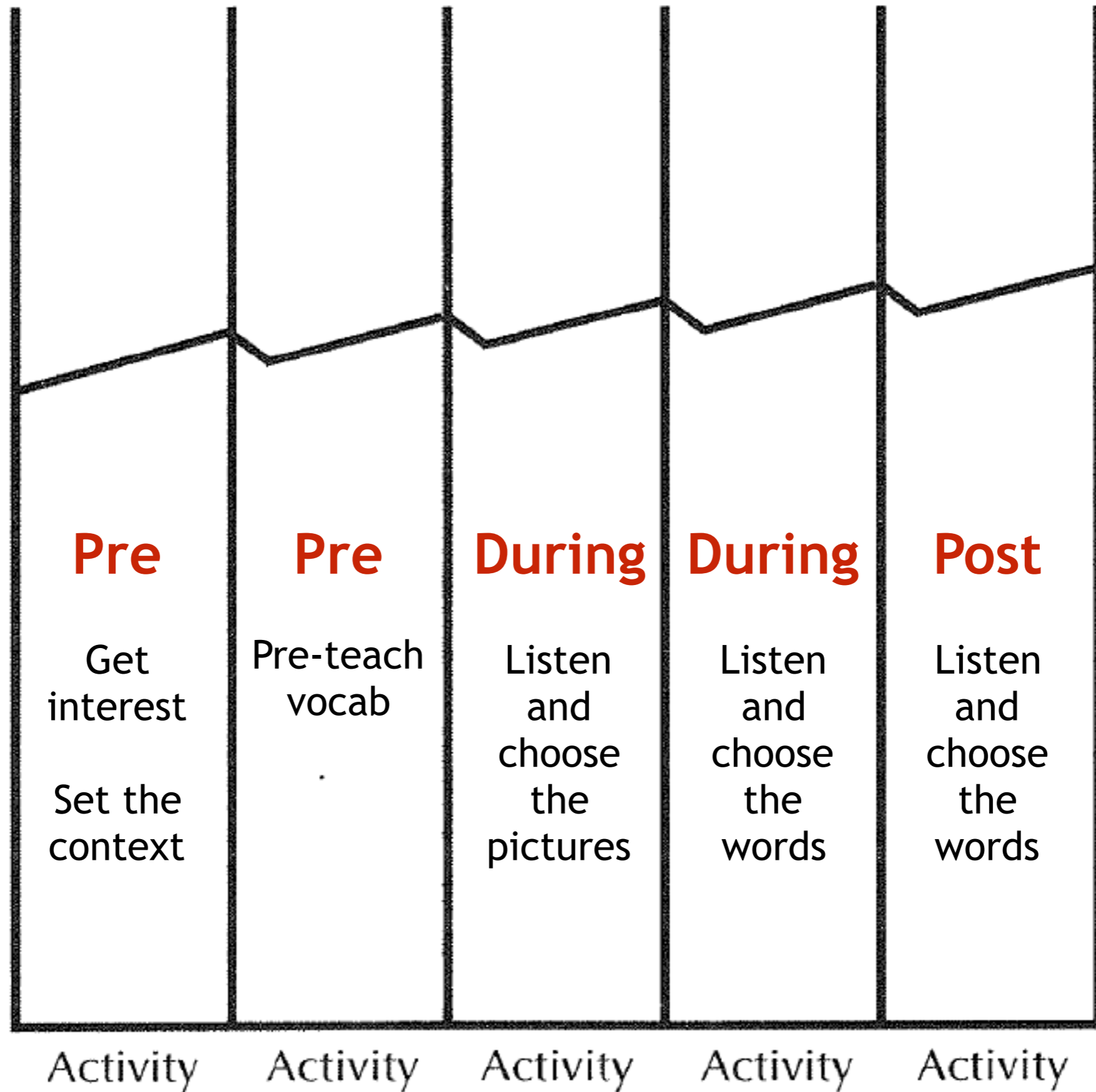
‘Pre’ stage before L/R.

‘During’ tasks while L/R.

‘Post’ stage after L/R.

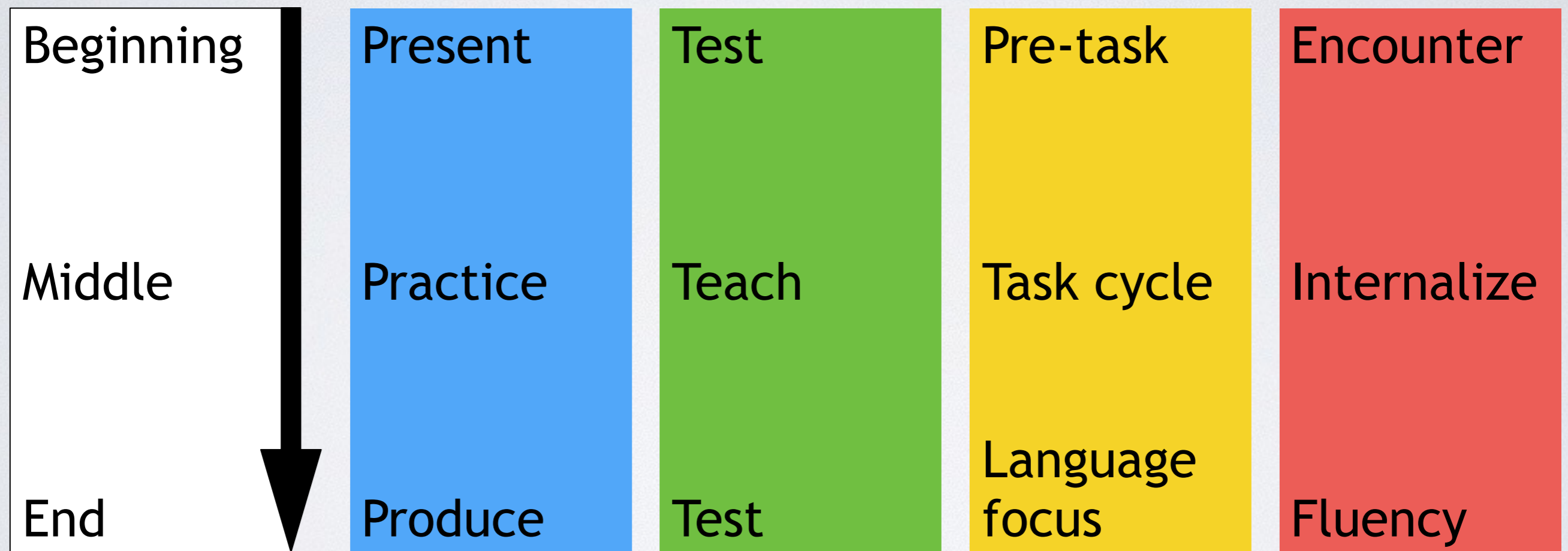
*Note: This is not for a phonics/sight words lesson.

Emotional involvement





Lesson planning frameworks for speaking skills



There isn't a right or a wrong framework for lesson planning. It depends on your teaching style, your students' age and goals, and the content of the lesson.



E-I-F Framework for speaking lessons

E = Encounter

The target language is 'encountered' in an activity focused on meaning.

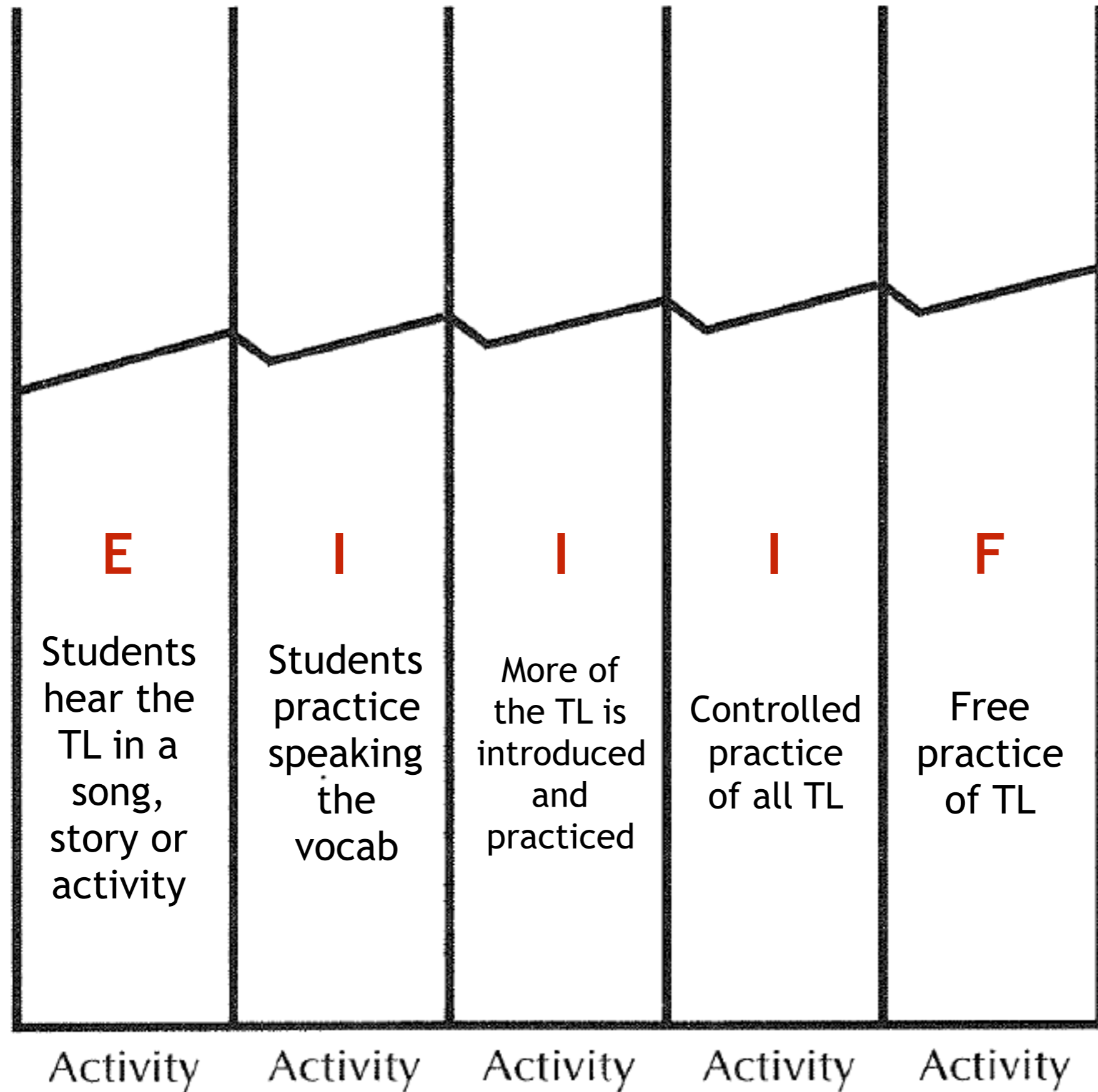
I = Internalize

The target language is practiced in a systematic and scaffolded sequence.

F = Fluency

The target language is practiced in a communicative activity.

Emotional involvement



Homework - download from edwardtesol or Edmodo

GSTESOL YL Listening & Speaking.

Reading homework due March 29.

A Child-centered Lesson (Part 2): Techniques

Read the attached text and choose three of the included ideas that you would like to try in your classroom. You may also have similar ideas that you would like to share. Be ready in next class to explain and share your ideas.

Bring a copy of the reading text with sections and ideas highlighted. You do not need to submit this on Edmodo.

TECHNIQUES

The techniques in a child-centered lesson are no more difficult to learn and use than those in a teacher-centered lesson, and they are a lot more fun.

■ **Repetition**

Traditional teachers regard repetition drills as an essential part of a lesson. They say children need to repeat the same words and patterns over and over again, and in most cases this is true. Asian EFL learners with little natural exposure to English outside the classroom certainly do need to repeat patterns many times.